



Woodruff Arts Center

Young Audiences  
Arts for Learning



# Teacher Professional Development Program Outline

<b>Teaching Artist Name</b>	<u>Michael Levine</u>
<b>Program Title</b>	<u>Interactive Literacy &amp; Music as an Educational Tool</u>
<b>Program Type</b> (lecture or interactive workshop)	<u>Lecture for 1-3 hours,</u> <u>Lecture and Interactive Workshop for 4-6 hours.</u>
<b>Program Description</b> (125 words max) This description is a marketing speech to sell your program.	"Mr. Michael" Levine is the music producer of the first four New York Times bestselling <b>Pete The Cat</b> books by Eric Litwin and James Dean, and he is the also the co-founder of <b>The Learning Groove</b> (TLG) music & movement company with Eric Litwin. In this fun and pragmatic workshop Mr. Michael uses the Pete The Cat stories and The Learning Groove songs to demonstrate how interactive techniques such as repetition, prediction, call and response, rhyme and movement inspire and stimulate students' learning skills. He will also show how interactive music serves as a springboard for reading, writing and other language activities throughout your curriculum.
<b>Program Audience</b> (Teachers – Math, Science, Language Arts, etc. or Principals/ Administrators, etc.)	<u>Classroom teachers and music teachers for children preschool through 2<sup>nd</sup> grade.</u>



Woodruff Arts Center

Young Audiences  
Arts for Learning



<p><b>Objectives</b> What are you aiming for teachers/administrators to have learned or to be able to do as a result of their time with you?</p>	<ol style="list-style-type: none"> <li><u>1. Repetition, structured movement and call &amp; response are three simple tools that can increase, engagement, enjoyment and learning retention in lessons.</u></li> <li><u>2. How to integrate songs &amp; stories into lessons in a fun, interactive &amp; effective way. Also how to bring songs &amp; stories to life for their classrooms by using interactive performance techniques.</u></li> <li><u>3. How to create or find “zip songs” (new lyrics to familiar melodies) to help teach classroom lessons.</u></li> </ol>
<p><b>Strategies and Structure</b> Description of the progression of activities that will facilitate teacher explorations and learning.</p>	<p><u>See accompanying document entitled “Interactive Literacy &amp; Music As An Educational Tool Outline for Young Audiences - Michael Levine”</u></p>
<p><b>Grade Appropriateness</b> (PreK-12)</p>	<p><u>PreK - 2</u></p>



Woodruff Arts Center

Young  
Audiences  
Arts for  
Learning

Celebrating  
YEARS **30**

### Curriculum Connections

Based on the grade levels listed above, choose **two standards per grade level** (from the lists below) and **briefly describe** how your program will address these standards

Visit the following site for a list of standards for Common Core Georgia Performance Standards:

<https://www.georgiastandards.org/Common-Core/Pages/CCGPS-Large-Print-by-Grade-Level-K-12.aspx>

#### ELACCKRF2

Phonological Awareness:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### ELACCKRI6

Craft and Structure:

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### ELACCKRF4

Fluency:

Read emergent-reader texts with purpose and understanding.

#### ELACCKL6

Vocabulary Acquisition and Use:

Use words and phrases

and Use:

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Woodruff Arts Center

Young Audiences  
Arts for Learning



<p><b>Engagement</b> How will teachers be actively involved during the program?</p>	<p><u>Every moment of the workshop is interactive. Mr. Michael demonstrates how to lead each song or story while teachers do the interactive parts that their classrooms would do. For longer workshops, teachers get to create their own zip song intended to aid a particular lesson, and they present to the group.</u></p>
<p><b>Moments of Reflection</b> How and when will you encourage teachers/administrators to reflect on what they're learning?</p>	<p><u>Throughout the workshop, teachers are presented the material in ways that encourage them to consider answers before being told. The material is also presented in ways that highlights the contrast between poor use of interactive techniques and effective ones.</u></p>
<p><b>Take Away Activities</b> List the specific activities you will provide to teachers/administrators that they can easily transfer to their own classroom/schools.</p>	<p><u>The Learning Groove has a free website with lyrics, videos and educational activities for teachers for each song or story. Teachers are encouraged to use these resources and add their own ideas to the forum post area for each song. They are also given clear ideas for how to integrate interactive techniques into their lessons, and they are encouraged to practice using these techniques in their lesson plans. For longer workshops, teachers get to create their own zip song intended to aid a particular lesson, and they present to the group. Teachers get a handout as well.</u></p>
<p><b>Technology/Materials Needed</b> (iPads, laptops, cameras, internet access, paper, pencils, pens, etc.)</p>	<p><u>Michael brings his own PA system. The venue should provide a projector and screen with a VGA cable that reaches near the stage or presentation area. Michael will use his iPad &amp; has his own adapter cable. For handouts, Michael can email a document to the school or venue to have printed for attendees.</u></p>
<p><b>Room Requirements</b> (Auditorium, open space, tables &amp; chairs, etc.)</p>	<p><u>Depends on the number of attendees. Anything from a small room to an auditorium sized space can work. Teachers should have seats, but they wouldn't need a table to sit at (though it is OK if they sit at a table, as long as they have room to stand up and dance).</u></p>



Woodruff Arts Center

Young  
Audiences  
Arts for  
Learning

Celebrating **30**  
YEARS